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Building a language- friendly environment

In a modern, increasingly interconnected globalized world, multilingualism and intercultural competence are essential components of successful and efficient business communication. Studies have shown that investment made in the development of the employees' language skills, provide a sustainable basis for lasting intercultural business relations and the positive effect on productivity and export.

Learning a foreign language in the classroom is a developmental process, where students acquire both thinking and interpersonal skills, and group dynamics. Students exchange their ideas from their previous learning experiences, combine and refine them to form better and greater solutions. As a result, the learning environment becomes more productive when students take on proactive roles in communicating their findings and solutions.

To that end, when students are studying a content area of interest, for example, International Business, etc, they are more intrinsically motivated to learn both the content and the English language simultaneously. Students write, speak and seamlessly integrate a statement from the text. They apply a theory from this discipline to describe, analyze, explain, compare, and/or evaluate something in a new situation.

Task-based learning that can be used in the speaking classroom assists in getting students talking; it is characterized by the integration of multidisciplinary knowledge across a central theme. With repeated exposure to interdisciplinary thought, students develop more advanced critical thinking ability, and understanding of the relations among perspectives derived from different disciplines. Growing interdisciplinary connection between students and faculty develops students' ability to sustain professionally oriented discussions.

To sum up, interdisciplinary learning is both language acquisition and study of subject matter. In this context students learn language through content in a meaningful learning environment, developing a critical sense of response to learning and integrative habits of mind.